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Exploring the Educational Value of Indo-Harry Potter to Design Foreign Language Learning Methods and Techniques

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Abstract. The digital age allows creating an affinity space without being constrained by geographical and temporal distances. Fellow fandom enthusiasts can gather and share their creations through social media, such as Instagram. These creations are filled with educational and other cross-scientific meanings but are often still overlooked by educational researchers. This study aims to understand the patterns of transformative and innovative work created by Indo Harry Potter Instagram (IHP) enthusiasts that correlate with education and psychology. In this study, the case observed was fantasy literature content on IHP's Instagram account that reflects education, psychology, literacy, and inspiration aspects for foreign language teaching methods. Data were collected in stages through participatory observation directly to the Instagram page as a follower. Then, ongoing prospective teachers who were also IHP followers were interviewed to determine their perspectives on educational aspects that may appear in the posted content. Furthermore, the researchers and lecturers from English language and literature education discussed the coding results in a group forum. The results included transformative work on character education, psychological stimulation, literacy, and inspiration in designing foreign language learning methods and techniques. The implication was that the transformative educational work created by fans of fantasy literature IHP on Instagram contained the aesthetic value of reception and was useful

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for guidelines in designing methods and techniques for learning foreign languages.

Keywords: educational value; Harry Potter; learning method; social media; transformative works

1. Introduction

The affinity space created by the fandom community includes online and offline locations where people of all ages and genders gather due to similar interests. In many cases, the affinity space is associated with the same craze. Creating an affinity space in the digital age is straightforward without being constrained by geographical and temporal distances (Garcia, 2016). Fellow enthusiasts are passionate about getting together and sharing all their creations on social media, such as Instagram. Instagram facilitates the creation of an affinity space for fans, now known as fandom. One of the world's phenomenal literary fandoms is Harry Potter (Efimova, 2015), which has a global fandom base, including Indonesia. If searched by typing the keyword Harry Potter on the Instagram page, at least 12 Harry Potter fandoms with a worldwide base will appear. One of them is Indo Harry Potter (IHP). Such fandoms have many transformative activities, such as performances, reading, and writing fan fiction, creating socialization, producing fan art, and so on (Busse, 2017). This penchant for interaction can be online and offline with activities, such as fan conventions and tours of iconic places relevant to books and film productions. The IHP encourages various forms of participation and sharing of vast knowledge about the development of literature.

This space, in addition to facilitating connections among geographically dispersed users, generates a new audience and an opportunity to create more meaningful content. Although the current evolution of social media is astounding, it poses a challenge to many individuals, communities, and even the political system. Some users have found ways to utilize social media for various activities and even inspire scholarly exploration (Carpenter et al., 2020). However, research on social media and education remains immensely ignored by education researchers (Selwyn & Stirling, 2016).

Previous research has investigated fandom in social media relating to cross-disciplinary, as done by DeLuca (2018), exploring rhetorical behavior and supporting compositions of fandom across spaces to generate pedagogical value, giving rise to the incorporation of fandom activities into the writing classroom. Thus, new public spaces to improve students' writing capacity are discovered. Teachers and educators can combine technologies to develop, foster, and maintain professional relationships (Carr, 2016). Furthermore, academic research and literature utilize various social media platforms in different educational contexts. From a university math course and Facebook group to Twitter as a "channel" in the classroom, every academic journal has become interested in educational technology, and educational media is now filled with discussions about the potential of education on social media (Selwyn & Stirling, 2016).

Another research explored disciplines related to the media for 10 years (2009–2018). A search on the Web of Science resulted in 580 articles, with 260 articles focusing on education. Research in this area has been steadily increasing since 2009; roughly half of these studies were conducted in North America. The findings showed that in education, the dominant theme of research on social media was used as a teaching and learning tool by professional teachers and in digital literacy (Dennen et al., 2020). The exploration of fandom as the future classroom becomes a culture that encourages critical thinking, writing, and making wise and critical judgments. The formal education system can benefit from the critical thinking that can occur in fan environments. Fans, scholars, fan scholars, and educators must be more assertive toward normalizing commercialization, market power, and neoliberal control over influence in education and beyond. Fan studies, as well as how the fandom encourages fans to be wise in an expressive world, should be taught (Booth, 2015).

Some educators have utilized social media for student learning (Carpenter & Justice, 2017) and professional education and learning (Xing & Gao, 2018). Previous research investigating educators' use of social media, including Facebook as an open and large group, can be a valuable source of pragmatic advice for fellow teachers. However, this group rarely reflects and provides feedback on teaching practices (Kelly & Antonio, 2016). An exploratory qualitative study of 117 teachers explored how educators engaged with Pinterest, an online social networking site; the findings showed that teachers at all levels tended to use Pinterest to source learning and adapt to the needs of their classrooms (Schroeder et al., 2019). Subsequent research examined 47 educational hashtags from Twitter by comparing over 550,000 tweets for six months. The findings provided an overview of the most productive educational focus, discussed the implications of teacher professional development, and suggested directions for future educational research focused on tweet content (Rosenberg et al., 2016). However, despite being the second most used social media platform in the United States and the fifth most used worldwide (Pearce et al., 2019), Instagram has received limited attention from educational researchers to.

Created in 2010, Instagram is a social media platform for pictures and video-sharing networking. Users access the service through a feature-limited application or web interface and can edit the content with various filters. Many contents are posted on Instagram, individual based and community based, voicing feelings of empathy and camaraderie toward others with similar interests. This beloved community is known as fandom, where fans of certain media use the existing world of stories—plots, characters, and settings. Harry Potter fandoms have undeniable global popularity as fantasy literature. Indo Harry Potter (IHP) was founded in 2001 and named J.K. Rowling's Wizarding World Community in Indonesia. This community is based on shared participation, commonality, and belief, and is thus inherently democratically committed to the continued development of Harry Potter and its interconnection with other cognate works born after the phenomenon. Not only are online events held, but positive influences from various disciplines, such as literacy, character education cultivation, psychological elements, and many other topics that are

transformative adaptations of the original story, are also shared offline. These communities also embody the same values in online forums that connect through participatory practices, such as discussing, composing, and circulating compositions about their shared interests. Through this participatory literacy practice, a sense of group identity is fostered and community is developed. However, how fans on each post create transformative works remains underexplored. Thus, the current work will significantly affect followers and even be able to produce educational innovations.

This research aims to understand prospective teachers' educational perspectives. This pattern correlates with education and psychology and can be used as guidelines in designing foreign language learning methods and techniques. This research contributes to the literature on how social media containing fantasy fiction content can create transformative and innovative works that correlate with education, psychology, and art and help design foreign language learning methods and techniques.

2. Literature Reviews

2.1 Social Media

Over the past decade, new ways of acquiring knowledge using social media in formal and informal education have been emerging. Formal education is a hierarchically structured and organized education system in successive periods, from elementary school to university. Meanwhile, informal education is considered a learning process in which everyone learns and acquires attitudes, values, knowledge, and skills directly from their daily experiences and social environment in absolute terms or through virtual spaces exposed to social media (Zachos et al., 2018). Students use social media primarily for socialization purposes, exchanging views or ideas, and only for entertainment (Kircaburun et al., 2020). Nonetheless, such activities can be incorporated into educational procedures, or the content can inspire educational development. Students primarily use social media to increase their communal presence and Instagram can influence students' education directly or indirectly (Hosen et al., 2021). How about Instagram, which was created by the fanfiction community? Obviously, it will contain a great deal of transformative content adapted from their fad for fictional stories.

2.2 Instagram in Education

Instagram is a social media platform for pictures and video-sharing networking. Users can access the service through the application or web features and edit the content with various filters with up to 2200-character texts in each post. Instagram offers a private messaging service and the option to tag content with searchable hashtags. In addition to including multiple images and videos in a single post, providing a story feature allows users to post content to a "feed" that can be accessed and viewed by others for 24 hours. Messages, posts, and stories allow individuals to communicate with other users differently while remaining private and formal. Instagram posts tend to feature carefully curated and positive images compared to informal stories (Hong et al., 2020). Instagram, in recent years, has become increasingly popular among teenagers compared with Facebook

(Anderson & Jiang, 2018). Hence, social media platforms will be important in the future. Indications of Instagram's absorption in education have become substantial. For example, Stephens, an art teacher, has formed a community on the app, using hashtags #teachersofinstagram. Other art teachers would respond with photos of carefully crafted classroom décor, lesson plans, and even artful everyday attire (Rozen, 2018). Instagram allows others to peek into other art teachers' spaces to collaborate and inspire one another.

Instagram's relatively more text-focused visual nature means that educators use it differently than other social media platforms (Pittman & Reich, 2016). The media conveys a message, and technology influences how people learn and think. Social media is about more than just media content; it is also about human experience and life dynamics, which can lead to social effects, such as a particular way of life and culture (Esteban-Guitart, 2015). Instagram not only connects educators and provides a neutral space for them to share ideas; the features and design inspiration they use influence the nature of the connections made and what is developed. For example, education-related hashtags were featured in millions of Instagram posts as of June 2020, #teachersofinstagram had more than 6.9 million posts and #teachersfollowteachers had more than 4.6 million posts. In addition, the overall use of Instagram has increased fivefold since 2014, from 200 million to more than 1 billion active users, demonstrating the importance of the overall growth as a platform that supports educational activities (Statista, 2020). This demonstrates the current popularity of Instagram—being able to connect the needs of educational development between one place and another in various parts of the world.

2.3 Harry Potter's Fandom Community

A fandom is a subculture, group, and community of fans who have a particular interest and become unified, whether a sports team, television show, book series, or movie. The fan community has existed since the nineteenth century, starting with the participation of die-hard Sherlock Holmes fans developing their experiences through the activities of compiling fictional fan texts (Brown, 2009). Since the internet emerged in the late twentieth century, fandom, which was initially intertwined only in offline communities, has progressed to become a community in digital media. The web also allows fans to create connections across time and space; finding other people to discuss similar interests with is not difficult (DeLuca, 2018); it can even create transformative works. One such phenomenon is Harry Potter, which initially appeared twenty-six years ago only as children's literature. Nevertheless, the saga is able to influence the development of fandom and pop culture aimed at adults and children even to this day (Dempster et al., 2016). The rise of fantasy novels that emerged after the publication of Harry Potter made a story of intertextuality that became the concern and subject of study by world researchers. J.K. Rowling never imagined that anything that came into contact with the results of her written literary works would one day become a lucrative business opportunity. Thus, it cannot be denied that Harry Potter has changed the world.

However, inevitable controversies have emerged, such as the notion that it is foolish for the many adults to enjoy books that are intended for children's readers. This literary phenomenon had experienced resistance where there were parties who tried to make the reader stop reading the book. The involvement of witchcraft and the occult in the story becomes the basis for a conflict that is considered to present an understanding of the occult and strange practices carried out. This peculiar practice is secretly organized beyond human logic, leading to the desire to possess or master something partly believed to be related to curses. The race still performs occult acts today is generally a legacy of hereditary ancestors. Similar formal efforts for abolition continued for decades due to the dismay of conservative religious leaders who felt the book exerted a "satanic" influence. Even in the first series, the book topped the American Library Association's list of the most banned books of 1999. Over time, Harry Potter developed with outstanding achievements. Combining an intricate, difficult-to-guess mystery plot with a touch of epic fantasy and a classic boarding school narrative proves to appeal to readers of all ages. As the reader is immersed in another world, fantasy mythology encompasses a world filled with wonder and joy, despite the fact that each of his characters remains familiar and endearing in a traumatic narrative.

Although the first printing has been over twenty years, Harry Potter's enthusiast readers and fans are constantly waiting for what will reappear in the reunion and the next companion novels. Therefore, a cultural phenomenon affects readers' social, emotional, and personal relationships (Jakob et al., 2019). As the reader enjoys and is immersed in a fictional world, a personally formed viewpoint of the character will appear, ultimately reacting to the elements of fiction through the process of identifying the individual. There are parasocial interactions or imitative behaviors that occur. This incident is due to the human brain processing experiences as if manifested "direct experiences" of friendly relationships or attachments established with characters appearing in the media. The character that appears is based on the affective bond felt by a person toward the media figure. Immersion in the fictional world can influence the behavior of individuals and influence the reader's view through social and emotional situations on the basis of the thoughts and emotions of the characters (Das, 2013). The immersion of fantasy in the narrative has the function of entertaining, an abstract that exposes the reader to situations and social knowledge. It provides an effect as a simulation of how the world in a fantasy rhythm can occur, which then bridges the reader to a new perspective capable of influencing their view of the natural world (Mar & Oatley, 2008). The IHP currently has over 9000 followers, with 872 posts resulting from transformative work across disciplines that IHP followers can enjoy.

3. Research Methods

3.1. Research Design

This research is a case study aiming to obtain and examine data in a context or phenomenon. Case study data are used to describe a case in depth in a comprehensive manner. In this study, the cases observed were fantasy literary content on IHP's Instagram account that reflected aspects of education, psychology, literacy, and inspiration for foreign language teaching methods. A

literature search determined the conceptual and operational definition. Data collection was conducted in stages, through participatory observation directly to the Instagram page as a follower. The ongoing prospective teachers who were also IHP followers were interviewed to discover their perspectives on educational aspects that may appear in the posted content. Furthermore, the researchers and lecturers from English language and literature education discussed the coding results in a group forum.

3.2 Population and Samples

A total of 52 teacher education students from private universities in West Java, Indonesia participated in this study (Table 1). Four fourth-semester students who had attended the basics of education and educational perspectives to understand and assess aspects and concepts of education that may appear in content on social media became the respondents. They owned an Instagram account and were active in social media. The selection of samples was purposive technique.

Table 1: Profile of Participants

	Frequency	%
Gender		
Male	6	12
Female	46	88
Study at the level of (even semester)		
Fourth semester	51	98
Sixth semester	1	2
Level of education		
Bachelor's	52	100
Other's	0	0

3.3 Tools and Procedures of Instrument

Data collection was carried out through three stages. First, a survey was conducted on prospective teacher students who are also IHP Instagram followers. The survey was conducted through interviews containing questions related to education, psychology, and teaching methods that can be answered with a brief statement or a longer description. Questions were compiled on the basis of the relevant literature; survey data was collected from May 25, 2022, to June 8, 2022, among 52 respondents. Each respondent was guaranteed confidentiality and given a pseudonym. The purpose of the interview was to obtain deeper and more meaningful data. After collecting the survey data, each respondent's results were transcribed, and a preliminary code was generated. The second stage of data collection was through participatory observation, where direct observation on the IHP Instagram page examined content related to education, literacy, psychology, and teaching methods. The third stage in data collection was a group discussion forum with a team of competent lecturers in English language and literature expertise.

3.4 Procedures of Data Analysis

The data were analyzed using inductive and thematic analyses aimed at identifying, evaluating, and determining the themes expressed by respondents. The answers and responses of each participant in the first stage were coded using

keywords to avoid overlaps. The NVivo 12 program was used to facilitate coding and categorization. Data from interviews, observations, and group discussions were entered into Nodes and Cases and grouped into data with particular codes. Thematic maps show the organization of concepts and potential interactions between concepts that were developed. All code and categorization are simplified and verify the possibility of integration between codes. The analytical techniques used by inductive models to identify themes that respondents provide in response to research questions are presented in Figure 1.

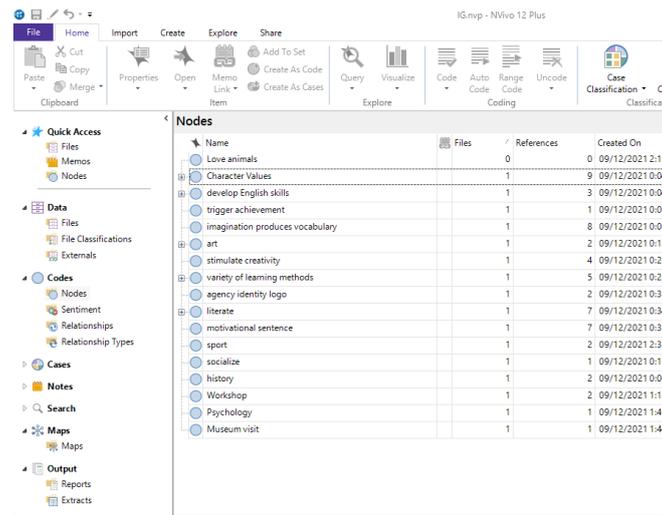


Figure 1. NVivo Workbench

4. Results

Education in social media with fantasy literary content demonstrates that there are four educational aspects that appear broadly: character education, variations of teaching foreign languages, psychological education, and literacy activities. The character education that emerges is diligent, wise, loyal, logical thinking, active, maintaining norms, loving others, courageous, hard-working, and politically conscious. The literacy element that emerges is learning about history, attending reading festivals, visiting museums, and participating in fandom communities to increase the desire to read and write. The psychological aspects in the post are related to socialization, strengthening achievements, art, sports, imagination, creativeness stimuli, and motivational sentences. Then there are the costs associated with various methods of foreign language learning, such as singing, learning in nature, puzzles, posters, quizzes, storytelling, workshops, and guessing. The relationship can be seen in Figure 2 through the NVivo visualization.

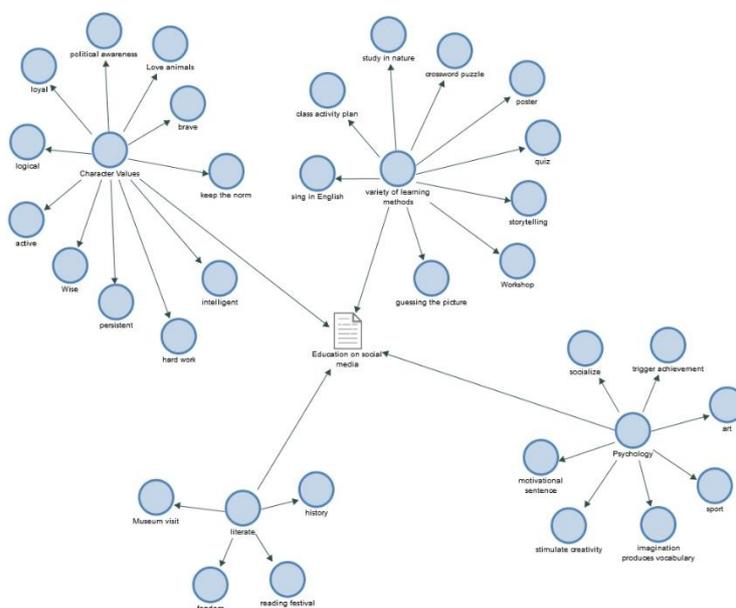
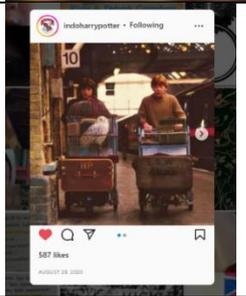


Figure 2. Education Relations at IHP

4.1 Transformative Work of Character Education

Examples of Character Education Content		
<p>Courage</p>	<p>This post contains an element of motivation for us to continue fighting despite the fact that we are up against many opponents or friends. This wise quote can inspire followers to further their education. They must have the courage to take a risk, decide, and face many opponents. If we are brave, our abilities will differ, but we will still progress. One of the keys to overcoming a challenge is courage.</p>	
<p>Faithful and Hard work</p>	<p>Above the ferret image is "loyalty," which is in line with Hufflepuff dormitory students' loyal, fair, and hard-working characteristics. A caption reads, "Some people will always fear us. The followers/readers must not let their fear prevent them from doing good," which means "some people will always be afraid of us. They must not allow their fears to prevent us from doing good". They must still try and work hard to get what they want. Then, after the dreams are achieved, they should be humble and not underestimate the abilities of others.</p>	

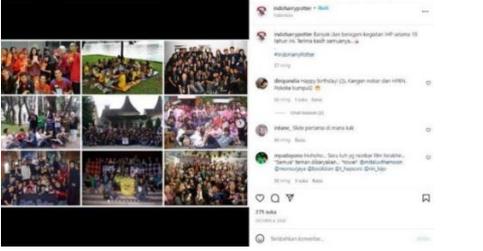
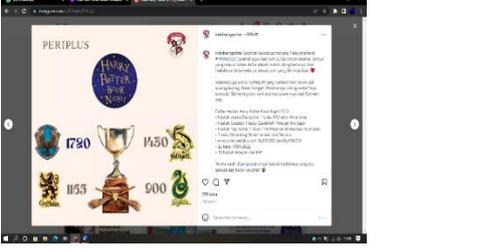
Wise	This post explains that wisdom is the right attitude while facing problems. This behavior must be possessed by an individual to obtain peace.	
Keeping the norm	Harry Potter's best friend is Ron Weasley. He had a unique life story; others frequently mocked him and his family's poverty, which upset and frustrated him. Despite not having much money, his parents raised him with love and good values.	
Discipline	Some cartoon books that are interesting and popular among children and adults, and whose main characters have the power of magic, have an educational component; these books are examples of fiction books. Fiction books are a learning tool or medium for children and adults, as they can present messages and encourage readers to learn more about the meaning of each vocabulary word in the book..	

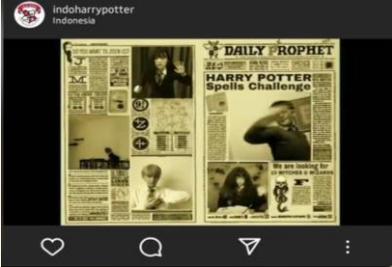
4.2 Transformative Works of Literacy

Examples of Literacy-Laden Content		
History	This post is about historical literacy. Students are expected to learn about the history of Indonesia's Independence Day in 1945 to understand the struggle for freedom and fighting in a war. Students can take values from history and apply them in their daily lives, while also appreciating the merits of the heroes who have fought.	

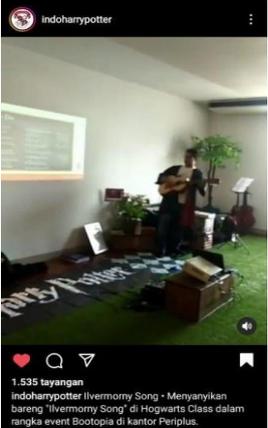
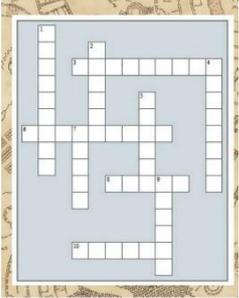
<p>Visiting the museum</p>	<p>The Harry Potter fandom once organized a trip to a transportation museum, which was featured in some of the books and movies. However, movies, books, and various locations on Earth can help to stimulate interest and provide authentic experiences to children to cultivate more insights. Using the tourist work method can provide a more comprehensive overview of what people see while participating in tourism activities.</p>	 <p>The image shows an Instagram post from the account 'indoharrypotter' (Museum Transportasi TMI). The post features a promotional graphic for a '19 TAHUN KEMUDIAN (NINETEEN YEARS LATER) (1998-2017)' event. The graphic includes details such as the date 'MINGGU 27/8', time '11.00 - 17.00', and location 'TAMAN MINI INDONESIA INDAH, JAKARTA TIMUR'. It also mentions a 'PETRIFICUS TOTALUS CHALLENGE' and 'BERKUNJUNG KE MUSEUM TRANSPORTASI'. The post has 59 likes and is captioned 'indoharrypotter Gathering Wizard:'. The interface shows standard Instagram interaction icons like heart, comment, share, and bookmark.</p>
<p>Communities can drive literacy</p>	<p>The post on togetherness contains educational elements because there is an implied message in this post that invites followers/readers to form a book fandom community to read and study books together, which is unquestionably necessary in the world of education. They can form groups or study groups to read and review the teacher-provided learning materials. They can exchange ideas with other friends in this study group.</p>	 <p>The image shows an Instagram post from 'indoharrypotter' with the caption 'Mergikuti'. The post contains a collage of several photos showing a group of people, mostly young women, engaged in reading and discussing books together. They are wearing yellow and blue clothing, some with Harry Potter-themed items. The post has 21 likes and a caption in Indonesian that discusses the importance of book communities and mentions an event called 'BukBakBook' or 'BakBakBook'. The caption also notes that such activities can be held in open spaces like parks or malls. The post includes standard Instagram interaction icons and the account name 'indoharrypotter'.</p>

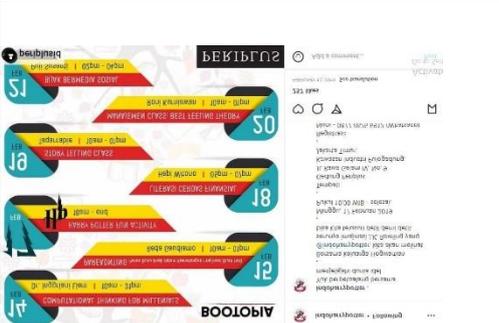
4.3 Transformative Works of Psychology

Examples of Psychologically Valuable Content		
Sociable	Outdoor activities allow participants to obtain a different atmosphere, new experiences, and friends. Teachers/educators can use this method for students by conducting learning outside the classroom. They are familiar with many lessons that can be taken outside of the classroom, such as things or places related to the lesson. As a result, students can have real-world experience and understanding, and they can socialize with their peers.	
Triggering achievement	Only students with a high level of education can possess trophies. At an event, numerous students compete for specific trophies and even class advancement champions. As a result, trophies can be used as a competitive tool to encourage students to always be enthusiastic about pursuing or achieving their learning goals because, as students, they strive to be the best and obtain exemplary accomplishments, particularly in academic and non-academic fields. These will increase their confidence and enthusiasm for pursuing their objectives.	
Art	Educators who foster an appreciation for the value of art in the classroom are doing their students a great service. Art has many positive effects on students, including (1) allowing them to voice their opinions and ideas, (2) helping them realize their creative potential, (3) enhancing their appreciation for aesthetics, (4) introducing them to the tools and techniques artists use, and (5) allowing them to create something original.	 <p>326 suka</p> <p>indoharrypotter Apakah kamu pernah memperhatikan tata artistik dalam film-film Dunia Sihir Harry Potter?</p> <p>Menarik lho memperhatikan tata artistik dari film-film Harry Potter dan Fantastic Beasts, karena itu salah satu yang menjadi nyawa filmnya dan membuat kita jadi pengen mengoleksi barang-barangnya. Apa favoritmu?</p> <p>#FlooNetworkdHP #indoharrypotter #harrypotter</p>

<p>Imagination</p>	<p>This post features an illustration created by an Indonesian. The educational component is that students can use technology to create art. This post may also inspire Indonesian children to create illustrations using technology. The artist's imagination is reflected and visualized in the illustrations.</p>	 <p>indoharrypotter Indonesia</p> <p>Disukai oleh _selindwt dan 468 lainnya</p> <p>indoharrypotter Ada ilustrasi buatan orang Indonesia, @karen_leopold di video reading buku HP1 bab 2 @wizardingworld. Ingatkah adegan di ilustrasi ini?</p>
<p>Stimulate creativeness</p>	<p>This post contains two educational components. The first step is to learn about different types of mass media, such as newspapers. It can provide children with news information in the form of print media. Print media can help children improve their knowledge and reading skills. The second is cosplay, which is related to dressing up as a character. The post describes several people who cosplay as Harry Potter characters while teaching children about creativity and art appreciation.</p>	 <p>indoharrypotter Indonesia</p>
<p>Sports</p>	<p>The picture aims to promote physical activity by emulating Quidditch, the wizarding world's version of basketball. This is a fictional sport from the Harry Potter book series. The game is comparable to basketball. People who watch this sport want to play it as well. All sports are beneficial to health and can help to test the brain's intelligence in decision making.</p>	 <p>indoharrypotter Kuningan City</p> <p>21 likes indoharrypotter ... more View 1 comment 28 June 2015</p>

4.4 Transformative Work of Teaching Models and Methods

Variations of Foreign Language Learning Methods		
Singing song	a The image depicts a singing activity in English at the Periplus office. These activities can help the audience learn English by mentioning each English vocabulary. Teachers can use songs and learning media to facilitate children's speaking in English learning activities in the classroom..	 <p>1.535 tayangan indoharypotter I'veermorny Song - Menyanyikan bareng "I'veermorny Song" di Hogwarts Class dalam rangka event Bootopia di kantor Periplus.</p>
Playing crossword puzzle	This post contains an educational component because completing the crossword puzzle teaches people how to think critically. This Crossword Puzzle can be used in the classroom as an example of learning media, particularly to attract students.	 <p>115 suka indoharypotter TTS - Teka-teki sihir! Lihat soal di gambar berikutnya... Malam ini pukul 19 akan kita bahas bersama jawabannya di Floo Network, IG Live IHP bersama Prefect @sir_lyus.</p>
Studying in nature	The post demonstrates how the community environment can be used to learn. The environment can help students increase their knowledge through community learning activities because students interact with many people to exchange ideas or opinions. Using the community as a learning environment for elementary school children can also help students practice speaking, listening, socializing, and receiving opinions.	 <p>indoharypotter • Following Indonesia indoharypotter Banyak dan beragam kegiatan HP selama 13 tahun ini. Terima kasih semuanya. #indoharypotter Etya dinpanda Happy birthday! (2) Kangen nihar dan HPFN Fovette kumpul2 275 likes October 4, 2023 Add a comment... Post</p>

<p>Story Telling</p>	<p>This post includes educational interactions that are part of the educational component. In the world of education, the speaker engages in a series of collaborative activities with the listener, who can be referred to as educators and students.</p>	
<p>Quiz</p>	<p>Teachers can use quizzes and guessing pictures as a learning medium when teaching students. Students will be pleased if we can learn while having fun. Students will not be bored, and this quiz can be used to assess students' understanding of the material taught by the teacher. Quizzes can also be used to figure out what the picture is. Teachers can use quizzes as a learning medium to provide students with understanding through an image.</p>	
<p>Workshop</p>	<p>The IHP community hosted a book review workshop for Harry Potter. This new experience may encourage participants to become accustomed to comprehending and exploring books to comprehend the author's purpose and writing style. Furthermore, this will be useful in education when analyzing journals.</p>	

5. Discussion

5.1 Character Education

Many transformative works are incorporated into IHP content as character education, psychology, and art elements. The interaction patterns play a role in creating and maintaining social solidarity. Rhetorical creations and strategies used to create meaning in education, psychology, and art are integrated into the practice and artwork of fans (Barzilai et al., 2018; Henriksen et al., 2018). The character who appears is the courage expressed in the first character's education, which can be seen in motivational sentences to influence fandom members to be brave and think critically. When viewed from an educational perspective, a student must have motivation, a brave spirit, a high character level, as well as great determination and responsibility. Motivational sentences are a component of literacy that can help to avoid the increasingly common phenomenon of juvenile delinquency and highlight the moral decay of today's adolescent generation (Nurtanto et al., 2019) due to the significant influence of social media

is not accompanied by filtration first. Therefore, having transformative work content that reveals wise sentences in the style of young people is necessary. This phrase encourages them to be positive without feeling patronized (Komalasari & Saripudin, 2018) and to interact with the inevitable modernization.

Being wise and adhering to good standards in the content posted are examples of some efforts to preserve and prevent the nation's disintegration (Bonifacio et al., 2021). Good norms should not be broken. National disintegration is the responsibility of the entire community, including the fandom community, which can positively influence other communities (Kuo et al., 2021). The participation of citizens in preserving the nation's integrity is a legal obligation that is clearly stated in the country's laws. The community plays a critical role in preserving the nation's integrity as much as possible.

5.2 Literacy

The fandom's transformative work displayed learning about history and visiting museums; they combine historical narratives from the wizarding world with the reality of celebrating Indonesia's Independence Day. This comparison conveyed the idea that a civilization's historical process should be valued, remembered, and turned into a valuable lesson because, without history, man would be unable to achieve a technologically complete civilization. The process of knowing history will improve the development of student literacy (Popat & Starkey, 2019). Students are expected to gain more literacy by visiting museums, as the younger generation prefers gathering in placed places with a modern atmosphere.

“Harry Potter Book Night,” organized by the fandom community, became one of the popular cultural icons every year with the theme “Magical Journeys” chosen by Bloomsbury to reflect how many millions more have taken part in the story of Harry Potter’s life. The first saga, *Harry Potter and Philosopher’s Stone* was released 25 years ago in 1997. His fans always have a special celebration in memory of the wizard with a lightning-shaped scar on his forehead. The celebration is closely related to the fun exploration of reading literacy. There are also book posts that are almost one genre with Harry Potter books from several countries and many quizzes are presented with various attractive prizes. The post in this celebration applied literacy in educational elements and how to invite the community to love the culture of reading books. Literacy is the ability to read and write, increase knowledge and skills, critically solve problems, and communicate effectively to develop potential and participate in people’s lives (Pangrazio & Sefton-Green, 2020).

5.3 Imagining and Creating Art

The element of art appeared in the explanatory post of six logos in the ministry of magic. This logo was created by Minalima design with an attractive shape and contrasting coloring and can explain its true identity. Some illustrated the element of education in fine arts. Learning the logo is essential to the identity of an institution and how that identity can be remembered in society because of its uniqueness. Furthermore, students in the community can understand the fine arts, coloring, and the use of flat planes such as triangles, squares, and circles. The

artistic system depicted in the post is the film's artistic system. A novel narrative of linguistic symbols in an artistic film system is certainly not easy to visualize (Hanich, 2022). Visualization of the novel's narrative will encourage fandoms interested in art to explore how it can be done.

For a teacher, several illustrative images can be a learning medium; using them as a learning medium stimulates students to express their opinions about the images they see. Using illustrative images in learning activities can also create a fun and interactive learning atmosphere. Using illustrative images helps to stimulate students' imagination and thinking ability in concluding an object they see (Medina Herrera et al., 2019). In addition, illustrative images can motivate students to start practicing their abilities in creative activities.

5.4 Inspiration Teaching Methods

IHP's post where the fandom was singing together in English at the periplus office became one of the means of streamlining the English of the audience; it can be applied by teachers in English learning activities in the classroom, making songs as a means and learning medium to improve speaking skills (Passiatore et al., 2019). Furthermore, puzzle games and quizzes can improve memory. Students must remember the answer from the information obtained by playing the puzzle. In education, the puzzle's questions can be replaced with questions about the material being studied, such as English learning materials or general knowledge.

In addition, there are guessing images; this post contains an educational element in the form of a learning tool or media. Ultimately, this image-guessing game can improve skill and critical thinking. In addition, this picture-guessing quiz is not monotonous; students interact with one another and make new friends.

The combination of crossword puzzles and guessing pictures is one of the active learning methods for students that involves all learners thinking while playing; students become more enthusiastic in following the lesson (Huang et al., 2020). By completing the crossword puzzle, students unconsciously learn, gain knowledge and understanding of the subject matter while having fun. Students will always understand the subject by opening, reading, and looking for answers to the crossword puzzle. The crossword puzzles will provide positive values to the students; by working together, students will always compete to find the correct answer, resulting in healthy competition. Given that learners who find answers will be able to answer the crossword puzzle, other learners in the group will also know the correct answer and thus a strong sense of community will develop. Using crossword puzzles in the classroom is beneficial for students (Subhash & Cudney, 2018). The factor of high accuracy and precision is also crucial when filling in crossword puzzle answers, as the letters in a solution can influence the other answers in rows or columns. This method can influence the instruction of metacognitive strategies to increase student participation and skills in online or offline learning (Vellanki et al., 2022).

6. Conclusion

The transformative educational works created by fans of IHP fantasy literature on Instagram were diverse and included aesthetic value of reception. Although not

all have educational backgrounds, each post always included elements of literacy to explore the aesthetics of various sciences, such as creating a fantasy literature cosplay at a celebration and its educational value. Readers and fan writers contribute a much more personal and unique version of creativity. However, the transformative work has not fully considered the mature identification level and the personal subjectivity involved in the central issue.

Overall, the content presented by the Harry Potter fandom could become a hotbed of knowledge, allowing previously unconsidered reviews of legendary literature worldwide to be written. "Magic" is not taboo but can become a beautiful package full of character values, literacy, psychological stimulation, and influencing the design of a foreign language learning. The study of fantasy fiction related to fandom is not only a passion; it can inspire the development of cross-disciplinary, pure transformative works created by fans into a new science that will likely produce knowledge theories. Subsequent fan fiction studies should unearth and analyze the dialectical reading process of the fan community and link to the analysis of academic literature. This research is limited in that it only focuses on transformative work in general; it has not specified its influence on the development of learning methods or media. The following research is expected to delve deeper into psychology, art, and literacy aspects based on learning methods.

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